

**Explicit Instruction: THE Key to Increasing Academic
Engaged Time**

Session 4

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Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Continued:

1:00 pm – 3:00 pm

Part 2: Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer

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Dr. Archer: --silent. And your answer in a big sentence, big voice go. Fall silent go. In a marathon, you could do it good job, and Tom you were thinking. In a baseball game, excellent and last one. In golf, excellent I hear they're really good at University of Virginia, that's what I was told. Now I really want you to attend to this though, so we introduce the word, we gave the meaning of the word; we gave examples, and checked understanding. But one way we might extend it is to introduce the kids to the relatives, so be my students. Get ready to echo read the words, compete, competed, competing.

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Dr. Archer: Competition. Competitor. Competitive. Now English here is the challenge, and it's a big challenge. English has significantly more words than any other language, more than a million words. There is actually a group in England they scan magazines, newspapers, books from all English speaking countries and when one word gets a 20,000 hits it is anointed an English word. So three summers ago we hit a million words, I remember it so well because I was at a literacy conference and we went out and had margaritas, actually we probably still would have had margaritas but we just toasted the millionth word. But the next language down is Russian, with 400,000 think of that. The difficulty now English has this glorious organization though in that we have many words that are in the same family.

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Dr. Archer: But we also have a challenge with it in that many cases the pronunciation is so altered that you do not hear that they are relatives. Even here, compete, competition, compete, competition. If you hear it you might not say oh, they're relatives thus they have similar meanings. But when you see it, you basically see the compete in competitive, or in competition. And so I really encourage teachers as the fastest way to expand vocabulary is when you introduce a word list the relatives of the word, and all the way through the grades. And I gave you this example, but it was a perfect example so I was teaching reformation in high school and we had reform and reformation.

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Dr. Archer: Is it possible you could miss upon hearing it the connection, yes or no? But you won't miss it if you see reform and reformation, on that same day we had catholic and Catholicism. If you're not a catholic you might miss that they're related, but we also had protest and protestant. And is it possible some people don't know there is a little protest in protestant. In fact the teacher came to me and said, you know, Anita I have been a protestant for 32 years and I never made the connection between protest and protestant. I looked at her and said, my goodness you missed a lot of church history. So, but so it helps the transfer of meaning, but it also helps the transfer of spelling. If I do not know how to start competitive, but I know that it comes from exactly the same base word as compete then I have a way to support mine. And we usually introduce it with a story, so be my students.

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Dr. Archer: I'm going to read, when I stop say the next word. Tom loves to, in races. In the past he, in marathons. Running the 26, after being injured in a skiing, he wanted to continue, in marathons so he joined the wheel chair. Tom has proven to be a great, winning a number of, he is very. Okay, did the pictures help yes or no everyone? Yes okay. And so we could introduce the words, we could give the meaning of it, and then illustrate it with pictures and then ask questions to check their understanding. And you know, the same exact type of instruction is equally applicable if we are teaching older kids.

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Dr. Archer: And I just don't want the middle school high school people to think this doesn't relate to them, woo woo it does. And so I pulled up here and then lost it, but I can get it fast the last lesson that I taught in high school, and it was on the introduction to a unit on Africa. And so I said, this is about Africa and this is Africa and we are going to start with the region that is today the Sahara desert and learning that it once had more than adequate vegetation, lakes and rivers. So we'll look at how it has changed over time, and then I taught words, and I used the same steps. I first introduced the, word. I first introduced the, what everyone? The word, and then I gave them the meaning of the word, and then I illustrate it with examples.

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Dr. Archer: So these are ethnic groups, but I also asked the kids a higher order question of having seen those pictures what are the differences between the ethnic groups and gave them a sentence starter. Because here is what high school kids do, you know, you know, like beads. You know, like that, you know, yeah you know, beads, you know, like yeah like you know, like, and it is not academic language. So we said what everyone? Some of the differences between these ethnic groups include. That's

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the kind of language we want them to use as scholars, and I just want again emphasize how useful it is to use these starters. Well let us go back to our hand out on the example that you have there.

00:07:00

Dr. Archer: Let me find it, and please go to slide number 35. So we have introduced the word, we have given the meaning of the word, we have given examples of the words, and then we might ask the questions to check their, what everyone? Their understanding, and one possibility is to ask questions that go beyond just mimicking it, but things that you really have to think about the meaning. And that day I said to them pretend that Tony is in our class, and he's on a soccer team and he comes home and he tells his mother, the game on Friday has been canceled I am so what everyone?

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Dr. Archer: Relieved, and then dad comes home. Oh gosh dad I have to tell that game on Friday it's been what everyone? Cancelled, and I want you to tell your partner why Tony might be relieved that it was cancelled, and you're going to start out with Tony was relieved because. Say it everyone, Tony was relieved because, okay and saying it to your partner, first ones then twos, why was he relieved? ...Okay looking up here. So you had, and Tony, don't take any offense here. Here were your answers, some of you said, well Tony was relieved because he's just not that good, and another person said, Tony was relieved because he had to play goalie and he didn't like to get hurt.

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Dr. Archer: Another person said, Tony was relieved cause he had something better to do, so we could ask that kind of question. Another possibility would be and this one is the one that in the video we watched yesterday I used, I discerned between examples and what everyone? Non-examples, another possibility is I could have the students generate their own examples, and I could use when they generate their own I could give them a what everyone? A sentence starter, so we have here a little routine and I would like you to grab a piece of paper for video. And also the blue handout on observation of delivery skills.

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Dr. Archer: So our last video I've actually selected a video that is one that has a number of missed opportunities so that we can really pull some things out of it. And trying to remember, I know I, I pulled all of these up this morning so they should be available to me, why don't I see them here? That's because we can't tell.... How?

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Dr. Archer: Okay just give me a second.... Okay you are the most patient group that I've ever had and most delightful.... Okay so this is a class that I'm teaching in, and it happened to be fifth grade, and the students are getting taught words before the passage. But there were sort of two goals of the lesson, and one goal was that the students would be able to make a educated guess using the context clues about the meaning of the word.

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Dr. Archer: And then for me to directly teach that word, so for every word they're first going to try to figure out the meaning of the word, and then I'm going to do formal instruction where I'm going to introduce the, what everyone? The word, this is review. Introduce the word. Then I'm going to introduce the, meaning, then I'm going to give them so examples. And then I'm going to check their understanding, so you're going to write on your paper once again what you think would be good practices, and good practices, and there are a number of improvements I could make of missed opportunities. And you can just write that on your paper, if you want to do it on, I might have given you the wrong color form.

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Dr. Archer: Yes I did. Yes I looked at that. How about green? Green. Okay, if you want to write it on green knowing that, and coaches in the back if you could write down the website so that we'll have that up later okay. Green, you could put it under glows and grows, glows are good practices, grows these are things that you might want to work on. If you want it on the green form, don't worry you're gonna get a copy of it, and someone asked could I send you a doc file of this so you could edit it, and you absolutely have a doc file on the website so that if you want to change it, woo you are welcome do that. Okay, so a little group, of and we're learning vocabulary from their program before they're going to read.

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[Video - See Dr. Archer's PowerPoint presentation]

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Dr. Archer: ...Okay, so in silence check what you wrote down as good practice, and then any missed opportunities....

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Dr. Archer: ...Okay we're gonna start with twos, you're gonna start by just focusing on good practice, so twos you're going to say one good practice was, ones you're gonna say another good practice was, and after you're done that don't go to missed opportunities but share what you thought was good practice and begin. So if was giving this feedback I'd want to focus on the most critical things the teacher did, and also things that the teachers could generalize in the future.

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Dr. Archer: So I'm just gonna pretend that you were the teacher and I was observing, and I'd say well one thing that I felt was really helpful in the lesson was that you once again used instructional routines. For example they were to practice using the context clues to figure out the meaning, and you did that with two different examples, actually if we'd watched the first part of the lesson they did it with five. And each time you introduced, had them read the examples, and then you had them share the answer with their partner what they thought the meaning of the word was, and as they did that you walked around the room and monitored, and then you gave feedback as you monitored, and it was that praise, some of the students had excellent answers, you encouraged them.

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Dr. Archer: But you also corrected directly an error when it happened, but every time you used exactly the same instructional steps. And when you did the vocabulary you also used it, you introduced the what everyone? The word, you shared with students the meaning, you illustrated it with examples, and you checked their understanding. And so you had those routines that you could use not just in this class, but in other classes, but you made it so that kids could focus not just on the task but instead on the what everyone? The content, and when you were done you went back and had a review, and

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the review was what? Interactive. Was what everyone? Interactive, and you also told students how they might use the word to encourage actual use.

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Dr. Archer: And in terms of the delivery of the lesson you had numerous responses, choral response, choral reading partner response, calling on individuals, using a sentence starter, so the students had to be present as they were responding the whole time. Okay, we're gonna listen to three people who thought there was another thing that was a good practice, raise your hands high. You will get to be the first ones to leave a three, raise your hands high oh yes here. And you said? So having an overhead or a doc camera, I could have done the same thing with it, and thus they would all be reading together, yes another good practice not a missed opportunity that's you, yes.

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Dr. Archer: Absolutely, so it was the definition was student friendly, and also the examples many of them were related to their own life all right, and one more person a good practice. Yes. Absolutely, and now the one thing about the research though on vocabulary related to comprehension is that if you use all familiar examples they may not be able to use the meaning of the word to bridge comprehension, so it's a combination of examples that are familiar and examples that directly relate to the passage, so it's that combination. Okay so now we're gonna share missed opportunities, and you're going to look at your partner and you're going to convey to them something that they might do in the future, but you're gonna be certain it's really important.

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Dr. Archer: So you look at them and say, you know one thing I think that would have made the lesson even stronger than it was would be to, so first twos then ones sharing with your partner one missed opportunity and go. [Tape cuts] --here, well here is the challenge many of you are so gracious that you said oh I just don't see them. Oh gosh I saw them, so let me help you out. So Anita, you know, it was overall a very good lesson, so just continue all those good practices. I did notice a few things that might be helpful, one and I had the ability to observe the kids, and so as I observed this lesson one thing that I thought was that you when you did choral reading you read too quickly.

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Dr. Archer: Because not all the students could keep up with you, it was excellent that you had them, that you didn't read it to them, you had them read it with you so they're practicing their reading. But you might want to slow down, and maybe even watch this video again for you to see that. But here is another little problem, I drew and I'm

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pretending I'm the principal, as I was watching I drew out a seating chart and when you went to certain desks I put an M on it. And here these are the desks that you went to, and these three you went to actually to more than one time. But there was a whole group of students over here that you did not visit, and so you need to watch not just the equity of calling on children but the equity of monitoring, cause is it possible someone over here is doing something else, yes or no everyone?

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Dr. Archer: Yes, now the reason why I couldn't do it was actually the same reason I had difficulty getting back there, the way the teacher had arranged the furniture there were physical barriers to be me being able to get certain places. Does this room have physical barriers, yes or no? This room is a barrier, and so that's why I didn't get back there as often I had to go visit them anoint them gifted, but so I needed to distribute the monitoring. And then I just have one question that you might want to consider, and that is are you always giving them enough thinking time? Because sometimes it seemed that they didn't have as much, now when you had them indicate they had an answer I noticed you use that to lengthen the thinking time that was a very wise thing to do.

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Dr. Archer: You just might want to use that more often, think of an answer put your thumb up when you know it, and then when the students indicate they have it then have them say the answer. So those are the three things that I just think would make a difference, slow down the reading a little bit, monitor, and you know, monitoring is a problem because there again are certain energies that draw you there. So you might want to even engage the kids, so for example in one study that we did we had a post-it on the desk and you put your name on it. And it was there for the week, and every time I came to you, you put an M to show that I monitored, and every time I called on you, you put a C on it, the kids actually collected the data themselves. Did this shape teachers up? Oh my goodness yes, and so it was right on the desk and there it was oh gosh I've been here 15 times and I've not visited you once.

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Dr. Archer: And so it was very compelling data, all right well I know that some of you had some other missed opportunities but I want just to have you pull out green.... And because this would be a very useful tool for principals, coaches to use either all of it or you could since you're gonna get the doc you could pull it out. So these are teacher behaviors and then on the other side it is student behaviors, and so frequent responses, did I request frequent responses from students, allowing rehearsal of content and checking for understanding, yes or no?

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Dr. Archer: Yes a lot, and so in fact all the time. We had many frequent responses. Did I have students volunteer answers? Yes or no? So I was very careful about not calling on volunteers, and did I call on inattentive children, yes or no? No okay, good job not doing that. Did the practice include all students, everybody reads it, everybody says it, everyone says it to their partner, was it inclusive yes or no? Good, and did I when I called on students did I randomize it, now I didn't have a system and woo woo I need a system, so I'm gonna say most of the time. And adequate thinking time, some of the time that was right away that's how I thought oh better work on that.

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Dr. Archer: Monitoring responses, did I move around and circulate and monitor, yes or no? Yes, but I didn't get to every place in the room so I would say most of the time, when there was an error did I correct it? Yes every time there was an error I corrected it cause I've looked at the video to ensure that. And did I ever give them feedback that was positive, affirmative feedback yes or no? And I didn't this time say oh you are so smart, and did I ever adjust the lesson? Well actually I did throughout it when the two girls said, you're impressed when it's really good, you're impressed when it's really bad then I corrected it and then I extended my instruction of it because they didn't know it, but it might be not observable and so you could have no opportunity to observe.

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Dr. Archer: Was the pace brisk or was it pokey? Which one? Brisk okay, in fact I need to slow it down a little bit, and did it seem to be a positive environment to learn? Okay and did I seem enthusiastic, yes or no? You know, I love that word, enthusiasm it's origin was the inspiration of god, and that is the kind of energy that would be useful in our classes. Now you didn't see everybody, but on task behavior and the principals the best way if you want to take really good data on task behaviors is again to make a seating chart, and what we do, the easiest way is simply continuous observation.

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Dr. Archer: So we make a seating chart, and we'll pretend it's a very small class and the observer starts here and looks to see if the students are on task, and if they're on task at that moment doing what the teacher has asked they get a plus. And then we just immediately move on, it's called continuous data. And just glance at you and you're supposed to look at the screen and you're not, but you are looking at the screen, now you're supposed to be writing and you are but you are not and we simply go around the room and mark these down. And we're able to find the overall number of times kids are on task, the percentage of times we observe that they're on task, and we're also able to find the students that are consistently off task. So it's absolutely the easiest data to

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collect, and did the students ever have to make responses, were they responding yes or no?

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Dr. Archer: You can't really tell because I was miked and they weren't, but and did they share answers with their partners? They did, they had been taught partners and they used them, and were most of their responses accurate, yes or no? Okay and did they have a pretty appropriate behavior that allowed me to teach and them to learn. So I find this cause we really worked on the wording of it, but you might tweak it even more, but it's a very useful thing for looking exactly what we emphasized yesterday and the beginning of today. Well we have like a moment left, and we wanted to have a time for you to say with your whole team at your table what was most useful, and how you might not only use this in your own setting but how you might share specific things with your faculty.

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Dr. Archer: So we are going to use the eight remaining minutes, but I'm certain if you're driving home together you can continue this discussion and talk with your peers about what might happen at your school's sight. So talking it over, the coaches will be all up monitoring and around the room, and so all the coaches up moving around the room. Talking it over with your team.... [Tape cuts]

Dr. Cave: So you got to find a place to be. Attention here please. Attention here please. Attention here.

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Dr. Cave: Thank you, so this is the closing, and we learned that every closing has two things right? And the two things a closing has are review and that is excellent, all of you know what the two things that a closing has are. Now you have done the review, and every review has to be interactive. So you need to tell me if you used your time well this past eight minutes, yes? Good, and now you need your preview. So you, the preview comes from where? The next lesson, me, which is excellent, what's your name, Robin.

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Dr. Cave: Robin knows that the preview tells you what you are going to do next, and it is the next lesson and that is going to be the regional meetings which will be in February. February five and six, oh November, oh. Thank you Rick for the correction, that the preview is the next thing we do are the regional meetings in November, but then the next time we'll be together as a large group will be in February. Thank you so much

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Anita, we've learned so much from you and I guess you'd like to show her your appreciation right? And with that save travels.

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[Tape ends]